

# ANNUAL REPORT

OF THE

# Ontario School for the Blind

BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1916

(Being Appendix X to the Report of the Minister  
of Education for the year 1916)

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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## APPENDIX X

# ONTARIO SCHOOL FOR THE BLIND

### ANNUAL REPORT OF THE PRINCIPAL

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

SIR,—I have the honour to transmit herewith the Forty-fifth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1916.

I have the honour to be,

Sir,

Your obedient servant,

C. W. JAMES,  
*Principal.*

In presenting the forty-fifth annual report of the Ontario School for the Blind, I have first to announce the resignation of the former Principal, Mr. H. F. Gardiner, and my own appointment to reorganize the school along new lines with the view of endeavouring to provide more avenues of vocational training and to enlarge and improve those already taught so as to enable the blind students to fit themselves to qualify as useful wage-earning citizens.

Mr. Gardiner retired from the Ontario School for the Blind on the 31st of August, 1916. His resignation was prompted by a strong desire to return to those literary pursuits for which he is so well qualified. A forceful, ready, and versatile writer and speaker, endowed with vigorous health and possessed of a vast fund of useful knowledge acquired by long years of study and journalistic work, it is easy to predict for him many years of happiness in following those pathways which have always been to him a source of great pleasure.

Mr. Gardiner's letter of resignation, the Minister's reply thereto, together with his letter of farewell to students appear as an appendix to this report.

#### The Work of the School

I have to report an increase of three (from 109 to 112) in the average attendance for the session; also an increase in the total registration from 117 to 124. The registration of pupils during the twelve months of the official year from November 1st, 1915, to October 31st, 1916, was 143, eleven more than in the preceding official year.

### Changes in Staff

On assuming official control on the first of September, 1916, I deemed it in the best interests of the school to make such changes in the staff as would best increase its efficiency. Miss K. Hanlon having resigned her position on the literary staff to get married, made it possible to secure the services of Miss C. P. Kavanagh, a former successful teacher of the blind here who had been forced to resign owing to illness. Mr. J. M. Maloney, a literary teacher, has been succeeded by Mr. W. J. Hickey, a Public School teacher of wide experience, and Miss Hilda Young, a graduate of Westminster College and the Toronto Conservatory School of Expression and Physical Culture has been added to the staff. Mr. D. T. Green, formerly supervisor of boys, has been succeeded by Sergt. G. S. Temple, a returned soldier. Sergt. James Gourley, also a returned soldier, has been appointed to take charge of the Boys' Dormitory and to act as Assistant Supervisor.

### Attendance

The total registration of pupils in the session 1915-16 was 124, seven more than in the preceding session; at the opening on Sept. 22nd, 1915, there were 110 pupils, as compared with 102 at the opening of the previous session; at the close 114 as compared with 109. Thirteen pupils who were not present at the opening in September arrived during the session; five of these were new and eight had been in attendance previously. Of the ten pupils who were present during a part of the session but did not remain till the end, two were feeble-minded, one was drowned, one became homesick and was taken home, two were in poor health, one was sent away for stealing, one remained at home to help her mother, one removed to the United States, and the absence of one was unexplained. Of the 114 pupils who were present at the close of the session, 67 were males and 47 were females.

The number of pupils in attendance at the opening on September 27th, 1916, was 109 as compared with 110 at the opening date in 1915 and 114 at the close of the school term on June 17th, 1916. Of those in attendance at the end of the last term, 89 had returned; one former pupil who was not here at the close of the term had come back, and nineteen new pupils had been enrolled.

### New Pupils at Opening of Session, Sept. 27th, 1916

Name.	Residence.	Name.	Residence.
Anthony, Gordon .....	Brampton.	Sydar, Mike .....	Winnipeg, Man.
Conway, Ernest .....	Hough Lake.	White, Edward .....	Blind River.
Gash, James .....	Fernie, B.C.	Young, Kenneth .....	Binbrook.
Hartfield, Adolph .....	Lang, Sask.	Clark, Jessie .....	North Bay.
Hutchinson, Fernie ...	Fernie, B.C.	Gill, Grace .....	Toronto.
Konopski, Albin .....	Valley River, Man.	Hilton, Lydia .....	Belleville.
Kozlowski, Joseph ....	Winnipeg, Man.	Johnston, Gertrude ...	Winnipeg, Man.
McDonald, James .....	Clover Bar, Alta.	Knechtel, Annabelle ...	North Bay.
Macalister, Donald ...	Macalister, B.C.	Regimbal, May .....	St. Boniface, Man.
Metcalfe, William ....	Toronto.		

### Pupils Admitted during October, 1916

Name.	Residence.	Name.	Residence.
Ormston, Ralph .....	St. Catharines.	Dawson, Christina ....	Toronto.
Wilkinson, Charles ...	Kingston.	Dalton, Mary .....	Hamilton.
Brunsen, Alma .....	Brantford.	Thompson, Theresa ...	Hamilton.
Beattie, Jeanie .....	Niagara Falls.		

## Pupils Registered in Session 1915-16

Name	Residence	Name	Residence
Ash, Rachel	Sarnia.	Carscallen, Arch.	Tamworth.
Berry, Jocelyn	Port Perry.	Clissold, Fred	Mimico.
Bews, Anna	Bridgeburg.	Cotter, Jas.	Ottawa.
Bezalre, Alma	Auld.	Culver, John	Todmorden.
Bezalre, Lea	Auld.	Cundy, John	Regina, Sask.
Bickerton, Gladys	Navan.	Derbyshire, Byron	Athens.
Brennan, Alice	Bothwell.	Des Brisay, Willson	Nelson, B.C.
Brock, Eva	Lynden.	Dobbin, Robert	Toronto.
Brunsdon, Alma	Calgary, Alta.	Duncan, Terence	Toronto.
Catling, Nellie	Goderich.	Dyson, John	Toronto.
Clark, Lillian	Mount Dennis.	Fenton, Mills	Allenford.
Crawford, Annie	Strathroy.	Fonger, Stauley	Bruce, Alta.
Crelger, Marlon	Waterford.	Garlick, Walter	Ottawa.
Cuneo, Mary	Toronto.	Gom, William	Toronto.
Davison, Winifred	Meaford.	Grausdin, John	Lettonia, Man.
Dawson, Christina	Toronto.	Green, Fred	Chesley.
Dickson, Julia	Toronto.	Green, Harold	Elmwood, Man.
Fitzpatrick, Alta	Wheatley.	Grills, Ion	Campbellford.
Fruiter, Pearl	London.	Hackett, John	Toronto.
Gascolgne, Marjorie	Hamilton.	Higgins, Thomas	Toronto.
Grills, Iva	Cane.	Hill, Norman	St. Thomas.
Hardwick, Lillian	Toronto.	Hollett, Stanford	Toronto.
Hawley, Doris	Winnipeg, Man.	Johnston, Harold	Brockville.
Henrich, Evelyn	Brantford.	Keller, Nikolay	Hyas, Sask.
Hewison, Betsy	Toronto.	Joyce, Judson	Hamilton.
Hyndman, Elsie	Norwich.	Kennedy, Edward	Ottawa.
Ingram, Elizabeth	Pembroke.	Lidstone, Fred	Walkerville.
James, Gertrude	Waterford.	Lott, Ernest	Brussels.
Johnston, Charlotte	Guelph.	Lowe, Walter	Hamilton.
Kaufman, Blanche	Chatham.	Macbeth, Stanley	Toronto.
Lamhle, Greta	Hensall.	Makey, Lawrence	Tilbury.
Lamhle, Amy	Hensall.	Manning, Roy	Owen Sound.
Lansdowne, Norah	Toronto.	Marcotte, Cleopose	Mattawa.
MacGillivray, Agnes	Lidstowel.	McKee, William	Esteven, Sask.
McAuley, Marjorie	Hamilton.	McMillan, Robert	Stettler, Alta.
McCannan, Beatrice	Kenora.	Morrison, Vernon	Winnipeg, Man.
McEwen, Geraldine	Radisson, Sask.	Murray, Ancle	Goderich.
Miller, Susan	Gravenhurst.	Oster, Clarence	St. Catharines.
Omlzlnahaquaiwi	Eliz. Little Current.	Parfitt, Allan	Toronto.
O'Neill, Mary	Ottawa.	Patterson, Clifford	Hamilton.
Phillpott, Emily	Brockville.	Paul, Leonard	Haileybury.
Sells, Kathryn	London.	Phillpott, John	Brockville.
Shane, Ellen	Hamilton.	Powell, James	Toronto.
Simpson, Meryle	Dominion City, Man.	Rankin, James	Blckford.
Slay, Gladys	Sarnia.	Richardson, Robert	Hamilton.
Smith, Effie	Brantford.	Riddell, Gordon	Toronto.
Squair, Ethel	Williamstown.	Rigg, William	Mount Dennis.
Stephenson, Muriel	Collingwood.	Robinson, Charles	Barrie.
Thompson, Teresa	Hamilton.	Salter, Melville	Oshawa.
Truscott, Ruth	Battleford, Sask.	Sherman, Leonard	Fernie, B.C.
Wagner, Rose	Toronto.	Simmons, Walter	Copper Cliff.
Webster, Helen	Wallaceburg.	Smith, Joseph	London.
Welsh, Verna	Baldur, Man.	Steele, Fred	Perth.
Woodcock, Gladys	Toronto.	Stoddart, Ernest	Copper Cliff.
Wright, Elsie	St. Catharines.	Sutherland, Joseph	Sutherland, Sask.
Abarn, Thomas	Toronto.	Tomlinson, Roy	Saskatoon, Sask.
Barton, Gustavus	Kazabazua, P.Q.	Towner, John	Toronto.
Beach, Sparling	Ottawa.	Vance, Frank	Saskatoon.
Bell, Stewart	Bradley.	Vincent, Cecil	Crookston.
Bettridge, Edward	Brampton.	Webb, Harold	Allandale.
Campbell, Chas.	Toronto.	Westcott, Frank	Salt Spring Island, B.C.
Chapman, Oswald	Rosseau.	Wilkinson, Charles	Klنگston.



### **Reorganization Scheme**

In following out the scheme of reorganization many new features have already been added, and although the time at our disposal has been all too short, yet much has been accomplished.

#### **The Farm and Stables**

In September last there were but two cows and we were purchasing our milk supply at 7c. per quart. We have now a herd of seven fine grade Holstein cows and it is expected to increase this number to twelve as soon as the necessary addition to the stables is provided. A new dairy building is to be erected this year which will enable us to handle our milk supply to advantage.

#### **Poultry Raising**

With the view of teaching this valuable industry to blind pupils, two up-to-the-minute poultry houses have been erected, each capable of housing 150 hens. Three Prairie State incubators, each fitted for 340 eggs, and one feeder capable of holding 240 eggs, also ten hovers or artificial mothers, have been provided. This outfit will be placed in commission as soon as the severe weather is over.

#### **Gardens**

In order to enlarge our garden space we are reclaiming about three acres of splendid land formerly overgrown with scrub willow. This will make a valuable addition to our house gardens and permit the introduction of vegetable growing into our curriculum.

#### **Play Grounds and Gymnasium**

Believing it to be absolutely necessary to provide for the physical as well as the mental well-being of the pupils, new openair playground equipment has been installed and in addition to the standard swings, teeters, running courses, etc., roller skates and auto kiddy cars have been provided. The Gymnasium has been re-fitted with new equipment and now contains a vaulting horse, parallel bars, climbing rope, horizontal bar, wall ladders, travelling rings, Indian clubs, dumb bells, mechanical chest machines, rowing machine, hand muscle developers, single sticks with masks and uniform, boxing gloves, punching bag, and a set of wrestling and tumbling mats, making one of the most complete gymnasiums in the Province. It is expected that a swimming tank will also be added during the year.

#### **Commercial Department**

In the Commercial Department we have introduced the teaching of telegraphy. Braille shorthand will also be added as soon as the class in telegraphy is sufficiently advanced to take it up. These new subjects, together with touch typewriting, will provide remunerative work for those pupils who are able to take the complete course. It has also been found that blind pupils, particularly females, can become quite adept at operating telephone switch-boards in private plants. It is expected that special instruction in this work will in time be given.

#### **The Musical Department**

In this department the Musical Director now gives his services for the entire teaching day instead of a half day as formerly. Provision is also being made in this year's estimates for a new electric three manual pipe organ. A fourth teacher



has been appointed in this department to take the rudimentary work and dictation. This will relieve the Musical Director and the other members of his staff, and permit them to give more attention to the advanced pupils. Dr. Albert Ham, of Toronto, the musical adviser and examiner, has prepared a new syllabus which will enable successful pupils to take the degree of licentiate in music.

#### **Piano Tuning and Repairing**

Formerly the instructor in tuning devoted but three hours per day to this important branch with the result that the pupils did not receive the instruction in this work that was expected and required. The resignation of the late instructor made it possible to engage the full services of Mr. J. D. Ansell, an expert tuner and repairer. We are now able to give our pupils a complete course of instruction in the tuning and repairing of pianos and organs. To meet the requirements of the increased number of pupils in this branch seven new tuning rooms have been prepared, as nearly sound proof as possible. This provides a completely equipped plant consisting of fifteen rooms in which to carry on this most important industrial training.

#### **The Industrial Work Shop**

When I took over the school I found a competent Trades Instructor in charge of this branch, but, beyond the teaching of basket and willow furniture making, this really good man was unable to give instruction in many other useful avenues for want of proper equipment. With the view of obviating this condition, plans were immediately prepared for the installation of machinery for broom-making, brush and duster making, cane-seating and shoe making. The cane-seating work is now going on and the rest will be in progress as soon as the legislature votes the necessary funds.

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#### **LITERARY EXAMINER'S REPORT**

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education.*

SIR,—I have the honour to present herewith my report upon the literary work of the Ontario School for the Blind for the year just closed. The examination was conducted on June 1st, 2nd, 5th and 6th.

#### **Mr. Wickens' Classes**

As in former years I found Mr. Wickens doing good work. The pupils of his class with three exceptions were well up in the work.

Bible History.—The course covered the book of Exodus and the class took a high average.

Spelling.—Results good, the work covered being Grade 6 of the authorized speller.

Geography.—The Geography related to the countries engaged in the present European war and it was a pleasure to see how familiar the pupils were with the war and the countries at war.

Physiology.—This class was familiar with the work prescribed, viz.: the nervous system.

Arithmetic.—Work covered, problems in fractions. There was more variation in this class than in any other. On ten problems the marks ranged from 30 to 100.

Typewriting.—The pupils did some good work which was quite accurate, but they did not develop the speed I expected them to attain.

Reading.—The pupils read with good articulation and expression passages from the authorized third reader.

Latin.—This class consisted of four girls who showed a familiarity with the grammar and who translated selections from Caesar readily. The advantage of small classes was in evidence here.

#### Mr. Maloney's Classes

Arithmetic.—This was a junior class whose work was limited to addition, subtraction and multiplication to twelve times. The class showed great variation, the marks for ten questions ranging from 20 to 100.

Geography.—The class had studied Canada quite fully and showed more uniformity and a higher average than in arithmetic.

Physiology.—The work covered consisted of the first half of the authorized text and the class showed considerable familiarity with the work.

Reading.—This class read selections from the first reader and the chief aim sought was work recognition. A few pupils were able to add a little expression to the reading.

Grammar.—The class had studied 38 pages of the authorized text and were generally conversant with the work prescribed.

Writing.—The work in this class consists in teaching the form of capitals, small letters and figures. The progress was very satisfactory. As the class is large and instruction individual the progress is necessarily slow.

Physical Culture.—A large class of girls was given a series of exercises involving breathing, shoulder balance, trunk bending, lunging, etc. This work should be of great value to the pupils.

#### Miss Hanlon's Classes

Bible History.—This class was well up in its work. The course covers the second year of Christ's public ministry, Third, Fourth and Fifth Epochs of Ecclesiastical History.

Spelling.—A small class of seven pupils who spell well from Grade 4 of the authorized speller.

Arithmetic.—The limit covered is percentage and its applications. On a test of fourteen problems the class averaged 81 per cent., which was very satisfactory.

Geography.—Considerable variation was shown in this class. The course covered consisted of quite a detailed study of the Province of Ontario.

Reading.—Selections were read from the Second Reader. As the class is comparatively small they had received considerable attention and read with good articulation and some expression.

Grammar.—The class had covered the second part of the authorized Grammar and the pupils were able to parse well.

Writing.—The writing was generally good, particularly as to form and spacing.

Natural History.—This class had acquired quite a fund of knowledge relating to various animals and to several common articles of commerce.

Constructive Work.—Quite a beginning had been made in this work particularly with raffia.

### Miss Radcliffe's Classes

**Bible History.**—The marks in this class varied from 20 to 100 on a series of questions relating to the life of St. Paul, the work as a whole was very satisfactory.

**Spelling.**—This class studies Grade 8 of the authorized speller. The marks assigned averaged 83.

**Arithmetic.**—The work covered was multiplication and division and the tables of length, area, weight, measure, etc. On a test of ten questions the marks ranged from 28 to 100, the average being 66.

**Geography.**—Fair results were shown of a study of the United States, Mexico, Central and South America.

**Physiology.**—A class of eight pupils was well up in the limit of work which embraces the bones of the body, circulation, respiration and digestion.

**Literature.**—This class gave evidence of having studied with considerable care and detail, "As You Like It" and selections from Tennyson.

**Composition.**—I read a composition, previously written, by each pupil of the class. The subjects were varied as was the success with which they were treated. Some pupils showed considerable ability while others did not grasp the work as well.

**Grammar.**—The course dealt chiefly with the inflections of the parts of speech to which was added some analysis and parsing. The results were generally good although some pupils were reticent about answering.

**Writing.**—Pupils were learning the small letters and particular care was given to form.

**British History.**—Although there was considerable variation in this class the average was very fair, the work studied consisted of the growth and extent of the British Empire.

**Canadian History.**—This seemed more popular with the class and the average attainment was higher. Canadian History to the close of the war of 1812-15 had been studied.

### Miss Middlemiss' Classes

**Bible History.**—This is the junior class of all. Considerable variation in the time of attendance exists and the progress made was in about the same ratio. The work prescribed consists of the Commandments, Beatitudes, Lord's Prayer and Psalms 23, 100 and 121.

**Spelling.**—The class studies Grade 1 and part of Grade 2 of the Ontario Speller. As noted above considerable variation exists but the results are satisfactory. There is considerable difference in the mental capability of the pupils.

**Arithmetic.**—This is the elementary class and the work consists of addition and subtraction only. Generally satisfactory progress had been made.

**Singing.**—Some hymns in connection with Bible study have been learned.

**Reading.**—The pupils of this class learn the point alphabet and some read selections from the Primer. There is little real reading.

**Kindergarten.**—Some really good work has been accomplished in this department.

### Miss Haycock's Classes

**Bible History.**—This class was well up and showed considerable familiarity with the books of Genesis and Exodus.

**Spelling.**—The class had covered half of Grade 2 and all of Grade 3 of the Ontario Speller. The class spelled very well except two who seemed incapable of detecting the relation of the sound to the spelling.

Knitting and Crocheting.—This work seems very popular with the girls as the class was very large and a great variety of work was shown. This had been done in a variety of patterns and stitches.

#### Miscellaneous Classes

Physical Culture for Boys.—Mr. Green has charge of this work and I witnessed a demonstration of a series of Swedish exercises and bar work. This work is very important and should be of value to the boys.

Sewing and Darning.—This work is in charge of Miss Cooper who secures splendid work from her pupils. The work is so arranged that the greater part of it has a practical value. The articles made showed great variety and their manufacture embraced practically all forms of stitches.

Domestic Science.—This work is also in charge of Miss Cooper. An innovation was made this year in that a class of the older boys also received instruction. All are interested in the work but the accommodation is very limited.

Bead Work.—Miss Cronk has charge of this work and gives instruction to a large class. The value of this work is limited but is a means by which a little pin money is made.

Willow Work.—This work is in charge of Mr. Donkin who succeeds in securing splendid work from his pupils. The variety of articles made is great. This is an occupation at which the blind should be able to earn a living.

#### Note and Suggestion

Improvement has been made this year in the grading of the classes. Some are still rather large and have too great a disparity of age in pupils for most effective results.

Respectfully submitted,

E. E. C. KILMER, B.A.

*Inspector, Brantford Public Schools.*

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#### Pass List Musical Examinations, 1916

Pipe Organ—Graduate: Clifford Patterson, honours. Grade 3: Byron Derbyshire, honours; Beatrice McCannan, pass; Geraldine McEwen, first-class honours. Grade 2: Roy Tomlinson, first-class honours.

Piano—Graduate: Clifford Patterson, Mary Cuneo, Harold Johnston, honours; Geraldine McEwen, first-class honours; Byron Derbyshire, pass. Grade 6: Susan Miller, Muriel Stephenson, Mary O'Neill, honours; Wilson Des Brisay, pass. Grade 5: Roy Tomlinson, first-class honours; Sparling Beach, Blanche Kaufman, Beatrice McCannan, Kathryn Sells, honours; Lillian Hardwick, Ethel Squalr, Greta Lammie, pass. Grade 4: Gladys Blackerton, honours; Amy Lammie, Gladys Slay, Joseph Smith, Alta Fitzpatrick, Elsie Wright, pass. Grade 3: Gladys Slay, first-class honours; Alma Brunson, Betsy Hewison, Walter Garlick, honours; Alice Brennan, Fred Steele, pass. Grade 2: Agnes MacGillivray, Marjorie McAuley, honours; Cecil Vincent, pass. Grade 1: Alma Bezaire, honours; Stanford Hollett, Edward Kennedy, pass.

Violin—Grade 5: Geraldine McEwen, honours; Susan Miller, Harold Johnston, pass. Grade 3: Greta Lammie, Kathryn Sells, honours; Blanche Kaufman, Mary O'Neill, Muriel Stephenson, Fred Steele, pass. Grade 1: Wilson Des Brisay, pass.

Voice Culture—Grade 4: Walter Lowe, Walter Simmons, honours. Grade 3: Blanche Kaufman, pass. Grade 2: Agnes MacGillivray, Gladys Blackerton, honours.



Teachers' Course—Graduate: Mary Cuneo, Geraldine McEwen, Ethel Squalr, honours.

Harmony—(No certificates until Part II has been passed.)—Grade 5, Part 1: Doris Hawley, Muriel Stephenson, pass. Grade 4, Part 1: Roy Tomlinson, first-class honours; Winnifred Davison, Gladys Slay, Amy Lammie, Alta Fitzpatrick, Leonard Paul, honours; Lillian Hardwick, pass. Grade 3, Part 2: Gladys Bleckerton, Greta Lammie, first-class honours; Kathryn Sells, Blanche Kaufman, honours.

Rudiments of Music—Grade 2: Alice Brennan, Amy Lammie, Greta Lammie, Kathryn Sells, first-class honours; Beatrice McCannan, Gladys Woodcock, honours; Elsie Wright, pass.

## REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education.*

SIR,—I have the honour of submitting my report as examiner at the Ontario School for the Blind, Brantford.

The examinations which were held on June 14th and 15th, included the subjects:—Piano-playing, singing and voice production, organ-playing, violin-playing and choral class work.

A written examination in theoretical subjects took place in the previous week.

There were forty-one candidates in piano-playing, six in singing, twelve in violin, seven in organ, twenty-five in the theory of music (rudiments, harmony and counterpoint) and three in the art of teaching piano-playing.

In Grade No. 1, three pupils entered, all of whom passed, one reaching the honours standard.

In Grade No. 2, two gained honours, and one passed.

In Grade No. 3, the result was: One with first-class honours, three with honours, and two with a pass.

In Grade No. 4, there were five passes, and one in the honour section.

In Grade No. 5, one first-class honours, four received honours, three passed, and one failed.

In Grade No. 6, three passed with honours, one passed and one failed.

In the Graduating Class one obtained first-class honours, three honours and one passed.

These results are on the whole, quite satisfactory.

The improvement from a technical standpoint is most marked, and is distinctly better than in any previous examination—a fact which reflects great credit on the efficient, painstaking teachers, Mr. W. Norman Andrews, Miss Harrington, and Miss Smythe.

I would suggest that the less-gifted students in the higher grades of piano-playing and violin-playing, should devote a second session to the same grade, instead of moving up into another—for which they are not sufficiently prepared. In the event of the adoption of such a course, the teacher would have an opportunity of selecting additional studies, and pieces of various kinds, as well as to advance the technical and mental training generally.

Organ-playing.—Seven students were examined in this department.

Grade No. 2. In this Grade one received first-class honours, one passed, and one failed.

Grade No. 3. One gained first-class honours, one second-class honours, and one passed.

In the Graduation Class one candidate passed with honours.

I would respectfully reiterate my remarks of last year respecting the organ equipment.

"In view of the fact that there is so much real musical talent amongst the blind, and that a well-equipped organist possesses a congenial and favourable means of livelihood, I would respectfully submit that greater and increased facilities for practice should be given to the organ student of this institution. To meet this pressing demand, an up-to-date three manual organ is necessary, and could be placed in another part of the building."

Solo-singing and Voice Production.—Of the six candidates who were tested, five passed, three with honours. In spite of slight errors in pronunciation, the general result was distinctly favourable, the voice production and enunciation being particularly good.

Violin-playing.—Some four years ago I suggested that the study of the violin and other stringed instruments should be added to the music course. The excellent progress made by the pupils under their sympathetic teacher, Mr. Ostler, has fully justified this addition to the curriculum.

Twelve pupils were presented for examination.

In Grade No. 1, one candidate passed.

In Grade No. 2, one failed.

In Grade No. 3, of seven pupils, two obtained honours, four passed, and one failed.

In Grade No. 5, one gained honours and two passed.

These results reflect high credit on both teacher and pupil alike. I had much pleasure in listening to a sextette of players—four girls and two boy students, who performed a selection in a most creditable manner. The young people displayed good tone and phrasing and the general conception of their performance was distinctly artistic.

Theory of Music.—This class is now solely under the guidance of the Musical Director, Mr. W. Norman Andrews.

In all, twenty-five were examined.

Rudiments.—Four gained first-class honours, two honours, one passed, and four failed.

Harmony.—Grade 3, part 2. Of four papers sent in, two were excellent, two gained first-class honours, and one passed.

Harmony and Counterpoint.—Grade 4, part 1. Eight papers were written, one obtained first-class honours, five honours, and one passed.

Harmony.—Grade 5, part 1. The work of the candidates who passed in this was not very strong.

The Art of Teaching.—On passing the necessary examinations in both Theory and Practice, three well equipped students qualified as teachers of the piano.

The Choral Class.—The Choral Class consists of upwards of fifty voices. The parts are well-balanced, and the quality of tone distinctly good. I was very favourably impressed with the performance of several unaccompanied part songs, which were sung with much enthusiasm, precision, expression, and almost perfect intonation.

The Musical Director, Mr. W. Norman Andrews, is deserving of considerable credit for his work in connection with this important class. I noted also a marked improvement in the hymn singing at morning prayers.

Piano-tuning.—This class numbers about twenty, and I understand that the good work of the former teacher, Mr. Usher, is being satisfactorily carried on by his successor. Having myself considerable acquaintance with the practical side of

piano and organ tuning, and realizing therefore the great asset which a thorough training and complete understanding of tuning would be to many of these young students, I venture to express the hope that every encouragement will be given to make this Department as efficient as possible. Particularly is this important in view of the fact that piano-tuning is a source of livelihood to many of the blind.

Now that the study of music has become such an important factor in the education of the students at the Ontario School for the Blind, I would recommend that a curriculum be at once compiled, embracing the requirements of each grade in piano, organ, violin, singing and theory (rudiments, harmony, counterpoint and musical history).

In conclusion, I would offer very hearty congratulations to the members of the musical staff of this splendid institution, who by their earnest and successful endeavours are maintaining a high standard of excellence.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, MUS. DOC., F.R.C.O.,

*Examiner.*

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#### PHYSICIAN'S REPORT

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,  
*Minister of Education.*

SIR,—I have the honour to present my annual report for the year ending October 31st, 1916.

The officers and pupils have, on the whole, enjoyed their usual good health throughout the year. One of the senior employees was off work for a number of weeks suffering from rheumatism, but made a perfect recovery.

There was an outbreak of measles in the Spring, but it was controlled without disturbing the routine of the school.

The usual petty ailments were dealt with daily throughout the year, and no very serious cases developed.

The new dormitories add greatly to the comfort and general well being of the pupils. The improved conditions, however, owing to the added space, make it more and more desirable that my recommendations be remembered, that a trained nurse of the proper type be appointed to take care of the sick in properly equipped rooms in the main building.

The newly appointed Physical Directress is doing splendid work, and the pupils are already showing most gratifying results.

The pupils returned in September in increased numbers, and on the whole, in splendid physical condition.

I have the honour to be,

Sir,

Your obedient servant,

Brantford, November, 1916.

J. A. MARQUIS.



## OCULIST'S REPORT

TO HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education.*

SIR,—I have the honour to report the results of the examination of the pupils' eyes for the year 1916.

The usual examination was made in May; and in November, under the direction of the new Principal, all the pupils were again examined.

In May there were nineteen new pupils, and in November twenty-three, all with sight so deficient as to leave no doubt about their being eligible for education in this school.

It seems to me a mistake on the part of parents and guardians that so many of these children, who have been blind since infancy, should be delayed to the ages of twelve to fourteen to enter the school for the technical education of the blind.

During this last inspection special attention was given to the effect of disfiguring conditions of the eyes on the pupils' personal appearance, and many recommendations made with a view of giving such pupils a more happy and acceptable presence before the public, and thus in some degree lessen their handicap when going out into the world.

Some of these suggestions have already been carried out, such as the removal of disfiguring blind eyes and the substitution of artificial eyes. And one need only see these changes to appreciate the difference between a most obvious physical defect and an apparently normal face.

In a few cases recommendations were made for the improvement of sight, which though it might be small in amount would be of immense value to the possessor.

The following is a classification of the diseases causing blindness:—

	Males	Females	Total	Percentage
Ophthalmia Neonatorum.....	12	17	29	21.2
Optic Atrophy.....	12	9	21	15.3
Cataract, Congenital and Lamellar.....	9	9	18	13.1
Injury of one eye followed by Sympathetic Ophthalmia in the other.....	9	4	13	9.5
Injury by powder explosions, including gunshot wounds.....	8	.....	8	5.8
Injury by other means.....	3	.....	3	2.2
Interstitial Keratitis.....	4	4	8	5.8
Aniridia and Congenital Coloboma of Iris.....	4	1	5	3.6
Choroiditis.....	3	1	4	2.9
Retinitis Pigmentosa.....	3	1	4	2.9
Microphthalmus.....	3	1	4	2.9
Uveitis.....	2	2	4	2.9
Myopia with subsequent changes.....	1	2	3	2.2
Measles.....	2	1	3	2.2
Buphthalmus.....	1	.....	1	.7
Symblepharon.....	1	.....	1	.7
Tuberculosis Keratitis.....	1	.....	1	.7
Growth, eyes enucleated, probably Glioma.....	1	.....	1	.7
Smallpox.....	1	.....	1	.7
Cause undetermined by appearance or history.....	2	2	4	2.9
Total.....	83	54	137	

The condition of vision of these eyes may be divided into five classes.

	Males	Fe- males	Total
Perception of sight only in one eye.....	14	9	23
Without perception of sight in either eye.....	18	11	29
Perception to sight only in both eyes.....	10	5	15
Limited objective vision in one eye.....	19	13	32
Limited objective vision in both eyes.....	22	16	38

Thus it will be seen that twenty-three are absolutely in perpetual darkness, while forty-four others can barely distinguish light from darkness, but not enough to be of any practical assistance. The remaining seventy have varying degrees of sight, but none enough to enable them to get their education at a public school.

Referring to the table of diseases, attention should be directed particularly to those causing so-called preventable blindness.

Ophthalmia Neonatorum .....	29	pupils or	21.2	per cent.
Injury to one eye with Sympathetic Ophthalmia in other..	13	"	9.5	"
Injury by powder and dynamite and gunshot wound ....	8	"	5.8	"
Injury by other means .....	3	"	2.2	"
	53	"	38.7	"

All of which might have been prevented by proper precaution. And it is remarkable that of the total, twenty-four, blind from all kinds of injuries, thirteen come from outside the Province of Ontario, mainly from the Western Provinces. That is to say blindness from injuries constitute forty-three per cent. of all the pupils from outside the Province, while for Ontario it is only ten per cent.

A number of acute inflammatory conditions of the eyes and ears required attention during the year, but none were of a very serious nature, and all yielded promptly to appropriate treatment.

Respectfully submitted,  
B. C. BELL.

Brantford, March 1st, 1917.

#### HALIFAX CONVENTION

The biennial convention of the American Association of Instructors of the Blind was held at the Halifax, Nova Scotia, School for the Blind, July 4-5-6, 1916, the attendance of delegates from the United States and Canada being unusually large. The Ontario School was represented by H. F. Gardiner, Principal. At the opening session on Tuesday morning, Sir Frederick Fraser, Superintendent of the Halifax School, introduced His Honour Lieutenant-Governor MacKeen and His Worship Mayor Martin, of Halifax, both of whom welcomed the delegates to the hospitalities of the City and Province, and wished them God-speed in their work. Sir Frederick said his dream of twenty years was realized by the holding of the Convention in Halifax. Mr. O. H. Burritt, Superintendent of the Overbrook, Pa., School for the Blind, and President of the Association, returned thanks for the heartiness of the welcome, adding: "We need to impress our students with this fact—they must apply themselves to do things better than those who see for wherever they fail in efficiency the world will say that their inefficiency is due not to the lack of application, but to the fact that they are blind."

In the course of his presidential address, Mr. Burritt said: "That the education of blind children is a highly complex problem we educators of the blind have long been well aware. But it is largely because I have come to feel that in our school we have a duty to our children unperformed that I have chosen as my subject 'The Education of the Blind—a highly complex problem.'"

I need not say to you, my brothers and sisters in the profession, that we have in our children the usual differences in mentality that are found among an equal number of children who see, but that those differences are both accentuated and their number is increased by the diseases that in so many of our children have caused their blindness. After a careful consideration of the ability of each individual pupil at several meetings of our teachers, each teacher of that pupil being present, our teachers have placed 68 of 174 pupils enrolled in our main school during the school year 1915-16 in the list of those possessed of the highest mentality. This means that according to the best judgment of the teachers in all departments, literary, manual, music and physical, four out of every ten pupils in our main school last year were pupils of good mentality. Judged by the same standards and by the same teachers, 45 others—approximately one fourth of the entire main school—were placed in a group which I designated as "Pupils of lesser mentality, probably capable of graduating." In this group there are some good but slow, plodding boys and girls who will probably require one or two years longer to meet our requirements for graduation than the first group, but who are nevertheless worth-while pupils.

The next largest group contains the names of 27 pupils, 15 per cent. of the whole number, who have varying degrees of ability, but whose training presents special problems for solution.

A fourth group, only slightly smaller than the last, contains the names of 24 pupils whose ability is indicated with sufficient accuracy thus: "Pupils of low mentality needing special instruction."

The fifth group contains the names of ten "pupils of such inferior ability that they should be discharged." Indeed seven of these have already been discharged after having been under instruction and observation for periods varying between one and two years; the remaining three have been granted an additional year each.

At our Kindergarten building we have three groups of children designated respectively as kindergarten, connecting-class and first grade, whose ages vary from six to eleven years. A normal child entering the kindergarten will complete the work at this building in three years. As all these children are young and have been so short a time under observation, and as the early training of many of them has been seriously neglected, it is more difficult to classify them on the basis of mentality. Nevertheless the sympathetic observations of the experienced staff are usually quite accurate. Of the 41 children enrolled during the past school year the teachers have placed almost exactly one-half in the first two groups, thereby indicating their belief that this number will probably be capable of completing the eleven years' work required for graduating. Eight, about one-fifth of the number, are placed in our group of "pupils of low mentality needing special instruction," while twelve, approximately three out of ten, are "possessed of such inferior ability that they should be discharged." Six of these have already been discharged and the remaining six will be within the next year.

Summarizing these observations on the mentality of the student body of the past year, which is probably fairly representative of conditions each year, about two-fifths of our pupils are mentally alert and capable, some of them above the



average of their age among seeing children; one-fifth are less capable, but most of them well worth the time and money expended upon them; one-sixth have low mentality and require special, almost individual instruction, and in most instances, for a limited time only; one-eighth form a unique group three-fourths of whom having some vision and nearly all the rest losing sight between six and sixteen years of age, require instruction adapted to their peculiar needs; and one-tenth have too little mentality to warrant their continuance in school beyond the period necessary for observation and determination of their mentality—a period which with us varies from one month to two or three years, sometimes longer.

I think there is little doubt that in our schools the backward and feeble-minded children are receiving an undue amount of the time and energy of the entire staff and that our brightest pupils suffer thereby; while at the same time we are not providing the kind of instruction that these mentally sluggish and backward pupils ought to have.

Two things can be done to remedy this defect. Many of these brighter pupils, nearly all of our first group containing approximately two-fifths of the school, can advance more rapidly by working more by themselves with an occasional suggestion from the teacher. Why not give our brighter boys and girls opportunities to learn to work in large measure independent of the teacher? Why not let them realize more of the joy of mastery unassisted?

In this group of our brightest pupils, too, are those who should secure educational advantages outside the walls of the institution. In a word let us seek somewhat earlier in their careers as students extramural opportunities for a selected group of more capable pupils, particularly those who have lost sight subsequent to five years of age. If we utilize to the full the opportunities along these lines our teachers will have more time and strength for those who constitute our other groups who have less ability and less initiative and have greater need of help and direction.

Our problem is further complicated by the varying ages at which our pupils lose their sight.

I have already anticipated my next point, which is that the possession by some of the pupils in our schools of even a modicum of vision introduces an additional difficulty into our problem already sufficiently complex.

An additional complication is introduced into our problem by the lapse of time that occurs in many cases between the loss of sight and getting into school. This causes an abnormal variation in the ages of pupils in the same school grade. The only remedy for this condition is putting forth continued effort to secure the enrolment of each pupil at the earliest possible moment after his loss of sight. Here associations, commissions, and wide-awake field officers can be of material assistance, as experience shows.

The presence in our schools, in spite of our vigilance to prevent it, of the exceedingly backward and even the feeble-minded blind presents an additional problem. In theory, none of us admit the feeble-minded; in practice, we all have them. I do not say we keep them for very long, but I have yet to visit one of our schools that had no representatives of this group. I have already considered this point with considerable fullness. It only remains for me to suggest, if possible, some solution of this difficult and perplexing problem. We have all thought much about these boys and girls. Because of their double handicap their cases make a special appeal to our sympathies. For the feeble-minded there is but one place—they need and deserve the custodial care provided at the institutions for the feeble-minded.

But as educators of the blind we are concerned rather with the determination of the question of feeble-mindedness than with the disposition of these cases when the fact of feeble-mindedness is definitely established; for I assume that sooner or later—usually later, I fear—we all discharge them from our schools. I have all but reached the conclusion that for our school the solution of the problem lies in the provision of a small, separate building which may be euphemistically spoken of as an observation cottage. Here I would provide accommodation for the training under expert direction of about one-twelfth of my school population.

I have already transcended the time limits of a presidential address. I have considered what seem to me some of the most fundamental reasons for the complexity of our problem. It only remains for me to summarize the points I have tried to make.

First: There are amongst our children the usual differences in mentality that are found among an equal number of children who see.

Second: These differences are accentuated by the diseases that in many cases have caused blindness.

Third: The problem is further complicated by the varying ages at which sight is lost.

Fourth: The possession by some of even a modicum of vision introduces an additional complication.

Fifth: Lapse of time between loss of sight and entrance into school causes abnormal variation in ages of pupils in the same grade.

Sixth: The presence of the exceedingly backward and the feeble-minded blind presents an additional problem.

At the afternoon session, Miss Minnie E. Hicks, of the Maryland School for the Blind, read an interesting paper on "General Qualifications for Teachers in Schools for the Blind; What Special Training is Necessary or Desirable?" In the discussion which followed H. F. Gardiner, of Brantford, said that in his opinion there was one qualification for teaching the blind, very useful and desirable, though perhaps not essential, namely, good eyesight. It enables the teacher to detect and correct faults of manner and of attitude, such as standing or sitting improperly, putting the knuckles in the eyes and the fingers in the mouth, turning the head sideways and keeping the mouth open when playing the piano, wagging the head in time with the motions of the feet in walking, etc. The teacher with sight could also observe dirty hands and faces, and soiled or torn clothing. In teaching staff notation he had a decided advantage over the teacher who had never actually seen the staff. He could more easily and surely detect inattention or misconduct. A pupil with partial sight was easily tempted to play tricks on a teacher totally blind. The successful teacher needed to know more about the subject taught than was contained in the text-book, and the teacher with sight could acquire that extra knowledge from a wider range of books than the blind teacher confined to point publications. Then the teacher with sight was of more use than the blind teacher in looking after the pupils out of class, at play, during reading hour, going to church, in case of fire or other emergency. Mr. Gardiner disclaimed any idea of dispossessing blind teachers of their positions in order to provide employment for teachers having sight. The object in maintaining schools for the blind was not to give employment to adults with or without sight, but to confer the greatest possible benefit upon blind children, and all minor considerations should be sacrificed for the major one. Just as a blind woman should marry a man with sight, and a blind man should marry a woman with sight, a blind teacher should have pupils with sight, and blind pupils should have teachers who can see.

Mr. Hussey, of the Halifax School, took the opposite view, contending that a blind teacher best understood the capabilities of blind pupils, and he could tell by the pupil's voice when any impropriety was committed.

Mr. Dow, of Minnesota, and Mr. Walker, of South Carolina, thought each teacher should be judged on his merits as a teacher, without regard to whether he could see or not.

The discussion was cut short by the ruling of the chairman, but in the course of the afternoon and evening more than twenty of the Superintendents and Trustees of Schools represented at the Convention, personally thanked Mr. Gardiner for introducing the subject, and expressed their agreement with his ideas.

Three interesting "Round Table" conversations followed Miss Hicks' paper. Mr. Allen, Superintendent of the Massachusetts School, introduced the topic, "The Feeble Minded Blind, What Shall We Do With Them?" Mr. Driggs, of the Utah School, discussed "How Much Can We Properly Use Pupils in Our Schools to Perform Work Usually Done by Paid Employees?" "The Moral Development of the Child" was discussed at the third Round Table.

In the evening Sir Frederick and Lady Fraser, and Mr. and Mrs. Burritt welcomed the delegates, ex-pupils and many citizens of Halifax at a reception, the band of the Sixty-Third Regiment and an orchestra supplying music.

At the forenoon session on Wednesday, the report of the Uniform Type Commission was presented. Referring to the system that had been recommended at the California convention last year, it was stated that "the Commission has found that the vast majority of schools, superintendents, teachers, printers and associations are disinclined to adopt the Standard Dot System, unless the entire English-speaking world were inclined to adopt it, which seems impossible of accomplishment." On the principle that "possession is nine points of the law," the Commission reported that "the mind should turn at once to British Braille as a possible Uniform Type. With the exception of the United States and portions of Canada, British or European Braille is, to all intents and purposes, the only system of reading and writing for the blind of the civilized world. When, however, we consider that it is *more expensive* to emboss books in this system than in either New York point or American Braille; that the American systems conform much more closely to the approved literary and letter press practices than is the case with the British system as currently embossed, and that a knowledge of either of the American systems, due to the comparatively small number and unambiguous nature of the characters employed is *more easily acquired* than is a knowledge of British Braille, we hesitate to make choice of British Braille as the Uniform Type, and earnestly wish that its strategic position were held by one of the American systems." A scheme for the modification and improvement of the so-called "British Braille" had been presented to a British Committee for consideration, and after full discussion the Halifax Convention adopted this recommendation:

"That the American Association of Instructors of the Blind in convention assembled adopt officially and urge upon the blind of America, and those interested in work for the blind to adopt individually and officially 'Revised Braille, Grades I and II, as now authorized in Great Britain, provided however, that the duly authorized English Committee on Uniform Type come to a full agreement with our American Commission on Uniform Type for the Blind concerning such modifications in 'Revised Braille' as have been proposed by the American Commission or as may be proposed by either the American Commission on Uniform Type or the English Committee on Uniform Type."

It will be seen that the abandonment of New York point and American Braille



in favour of European Braille, is conditional upon the consent of a British Committee to modify and improve the latter. Should that be arranged, it will be a question for the management of each school in America to decide whether uniformity is worth the price to be paid for it, namely, the sacrifice of books, writing and printing appliances in a system more easily learned and handier to use than "British Braille." The pupils now attending the schools, and the ex-pupils who know New York point or American Braille, need not be alarmed about the imminence of the change. If it comes at all, it will not come in a week or a year.

In the afternoon Mr. Liborio Delfrino, Field Officer of the Pennsylvania Institution for the Blind, read a paper on "The After-life of our Pupils; the Amount, Manner and Propriety of School Assistance after Graduation." The next paper was entitled.—

#### **An Honourable Living**

BY HERBERT F. GARDINER, PRINCIPAL, ONTARIO SCHOOL FOR THE BLIND,  
BRANTFORD.

In a letter from the Chairman of the Executive Committee of the American Association of Instructors of the Blind, I was asked to prepare a paper on the topic, "What is the Best Industrial Training to Provide the Blind with an Honourable Living?" Later I read in the "Outlook" that my name was on the programme for a paper on "What Kinds of Industrial Training Have Been Found Serviceable in Providing the Blind with an Honourable Living?" For a short answer, will it suffice to give a list of occupations in which blind men and women with whom I am acquainted have been successful?

Within the last few weeks I have had as visitors two young men, former pupils of the Ontario School of the Blind, who are organists in churches, directors of choirs and teachers of piano. Both are able to tune pianos, and one of them earns something at that occupation. The latter left the School in 1908. He had to buy a second-hand piano on credit, and incur other debts to the total amount of \$400.00. Last year he earned \$1,300.00. He impressed me as confident, but not conceited. The other young man left the School in 1912. He did not mention the amount of his income, but he was well dressed, had money in his pocket and was satisfied with his position and prospects. He is specially interested in voice-training.

In the 1908 Annual Report of our School is a letter from an ex-pupil, from which I quote: "In 1897 I started my life work. I had not even a piano. Since then I have had two, have paid all expenses for eleven operations, have carried my studies on in Toronto, becoming eligible to teach in the Conservatory should I so desire, and got ahead far enough to spend two years in Germany at an expense of \$2,000.00, receiving the best instruction available in the world. My income in Toronto before going to Germany averaged \$42.00 per week for two years. I had between 55 and 60 pupils. I have entered into competition with the sighted, and have held my own. I do not think any institution can help the pupil who does not try to help himself. I have earned all that I have spent since I left school."

I hear splendid accounts from time to time of the success of a young lady who left the School in 1908, and has since taught private pupils in a large city.

Another young lady, who left the School in 1909, is teaching in a small town in Northern Ontario, and she keeps me informed by letter concerning her achievements. In 1911 she wrote: "Trying to follow your good example, I have kept very busy myself for the last year, teaching music. I must confess, however, that it was somewhat trying at first to secure pupils where a number of teachers had already



settled, but with a little patience and perseverance I finally succeeded. I began with five pupils. I have now a class of thirty-two pupils, who are nearly all taking two lessons a week, at fifty cents per lesson. Apart from that, I do a little playing at private dances among the people of the town, for which I never get paid less than five dollars an evening."

A young lady who lives in the country, left the School in 1902. In 1911 she wrote: "I left the School ill, without money, and my dearest ambition—to complete a thorough course in music—dashed to the ground. For two years I was physically unable to attempt work of any kind. I began with two pupils, and soon had a class of six. I hired a horse by the day, and secured more pupils at a little place eight miles from home, saving enough to make a payment on a horse of my own. Now I am paying my expenses, which are not small. Over twenty pupils sufficed to tax my strength during the past summer. God has been good to me. Throughout my struggle I have endeavoured to do my work thoroughly and honestly. My pupils are my friends and confide in me. I am now fitting some of my pupils for College examinations, and am looking forward with anxious expectation to their future."

There is ample material in the thirteen Annual Reports of the Ontario School for the Blind, covering the period from 1903 to 1915, during which time I have served as Principal, to extend this list, but the experience summarized above will illustrate what can be done by showing what has been accomplished by blind music teachers.

#### Piano Tuning.

A few weeks ago I asked a blind friend in Toronto to send me such information as he happened to possess about the present earnings of ex-pupils of our School employed at piano-tuning in the factories and warerooms of the city in which he lives. He mentioned one firm employing four graduates of the O.S.B., at salaries of \$24.00, \$20.00, \$15.00 and \$8.00 per week. Another firm employs three of our boys and pays \$18.00, \$16.00 and \$15.00 per week. A third firm employs four, paying \$20.00, \$16.00, \$15.00 and \$10.00 per week. A fourth firm employs two, paying \$18.00 and \$16.00 per week. My informant gave me the names of these tuners, and in some cases I was surprised as well as delighted that they were doing so well.

Some years ago, I asked an ex-pupil, who was visiting the School, to compile for me a statement of the positions held by ex-pupils who had been instructed in tuning. His remarks, which referred only to those who were then earning from fifteen to twenty-five dollars per week, were printed in my annual report for 1907. The first pupil, A. C., was employed by M. & R. in 1882. In 1883 S. L. and R. H. S., and in 1885 J. E. S. were employed by the same firm. Two of these men decided to leave the factory and seek patronage as custom tuners, at which both of them did well. Their places were filled by J. C. and A. M. Other pupils who obtained situations in Toronto factories were H. M. in 1889, G. S. in 1896, G. M. in 1898, W. M. in 1883, A. D. in 1889, J. A. M. in 1894, W. H. J. in 1899, W. W. in 1895, S. G. in 1899, H. G. in 1901, N. Y. in 1903, E. B. in 1904. One of these men, while holding a situation in one factory for twelve years before removing to another factory where the remuneration was greater kept up an outside tuning connection of about two hundred pianos, and also did some selling. Another, who occupies a well-paid position in a piano wareroom, having charge of the entire stock of pianos and organs, acts as tuning instructor for the Conservatory of Music. Piano factories in Guelph, Ottawa, Buffalo, Chicago and Detroit employ blind tuners who were instructed in the Ontario School. My informant named two graduates who did not

go into factories, but preferred to work up an outside tuning connection on their own account, and who have made sufficient money to retire from the trade. The fact, he said, is now well established that a man without his sight can tune a piano as well, and as quickly, as anyone, and also do any ordinary repairing. Selling pianos and organs has become quite popular with tuners. He added that nearly all those mentioned in this review have purchased homes of their own.

#### **Selling Pianos**

An outstanding instance of success in this occupation is the case of Mr. P. E. Layton, of Montreal, who wrote me in 1909: "I owe my success in life to the four years that I spent at the Royal Normal College." The report of a meeting in Toronto on September 3rd, 1909, addressed by Mr. Layton, says: "Twenty years ago Mr. Layton came to Canada as an expert piano-tuner, and since his arrival he has devoted himself entirely to the piano industry. Since then he has built up a business worth \$150,000.00, and employs twenty people."

#### **Selling Agricultural Implements**

Condensed from 1903 O.S.B. Annual Report: "A blind man, R. S., left the Ontario School in 1886 and came back for a visit in 1903. He said that he worked at odd jobs for farmers, and then embarked in the sale of agricultural implements, representing a United States firm, until he had saved enough money to go into business for himself. At the age of thirty-four, he was worth eight or ten thousand dollars, had a warehouse of his own and a well established business connection with a wide circle of customers. He could lay his hand upon any article in his stock, and was careful to keep everything in its proper place. He made no claim to exceptional ability, and he was not regarded as a brilliant student when at school."

I could give the name of an ex-pupil who conducts a successful confectionery business, and of another who manages a grocery, specializing in tea and coffee; and I presume that the occupation of another who stands on the street, selling shoe-laces and lead pencils, could not properly be described as "dishonourable."

#### **Willow Baskets and Verandah Furniture**

Mr. Donkin, the Instructor in the Willow Shop connected with the Ontario School, spent a portion of the 1911 summer vacation visiting at their homes ex-pupils, who work at basket-making, the object being to see how they were getting along, and to give them any instructions and assistance that might be required in connection with the use of the new models, selling the product, etc. The results of his visitation were recorded in the 1911 Annual Report.

W. H. D. had been in the basket business for twenty years, working in a shop built by himself in the rear of his sister's house. He reported that trade was good; in fact, he had been so busy that he could not take a holiday. In addition to his local trade, he sent baskets to the Western Provinces.

G. B. W. was in the grocery business, but returned to willow work. He built a shop for himself, and leased a stall on the market from which to sell his baskets. He also had an agency for brooms and whisks.

B. C. was very busy at willow work, chiefly making and repairing bottle baskets, at which work he claimed to be able to earn \$2.50 per day.

J. B. devoted most of his time to willow work, making occasional selling trips through the country with a team. He made many lunch baskets for the lumber camps.

I. P. had built up a good business, growing his own willow. He said he could not make the baskets fast enough to fill his orders.

As a result of Mr. Donkin's observations, he was more than ever convinced that basket-making is the very best trade that has yet been taught to the blind, offering as it does to the blind man, who is willing to work, the opportunity to build up a business of his own.

From the O.S.B. Annual Report, 1908: "So far, Mr. Doukin has confined his instruction to the making of oval and square clothes baskets of various sizes; bushel baskets; open market baskets, and square delivery and butcher baskets. He believes it is best for the blind workmen to specialize their work, and to confine their energies to work that sells freely and affords a fair margin of profit. The time required for a blind man to make a small reticule, which he could sell for forty cents, would suffice to make three clothes baskets, worth three dollars or upwards.

"I found on my visit to the Milwaukee shops that Mr. Kuestermann used wooden bottoms exclusively for his baskets, and on applying to him he very kindly sent me an assortment of models, which were successfully imitated by a local carpenter. The wooden bottom adds slightly to the weight of the basket, but it enables the blind workman to increase his output fully 50 per cent., and assures symmetry in the shape of the basket."

In recent years, many articles of verandah furniture, including chairs and tables of various patterns; also fancy lamp stands and shades have been added to the output of the Brantford shop. For these articles there is a large and increasing demand.

#### Farm Work

Some of the ladies and gentlemen present, who were at the Convention at Boston in 1907 may recall an address by Mr. C. C. F. Campbell on "Work for the Blind Among the Seeing." My report states that I questioned Mr. Campbell with regard to his closing remark that "a farm was needed for the blind 'deadwood' because there was a dearth of farm labour." I asked him to tell the Convention what a blind man could do on a farm that would be worth board and modest wages—say ten dollars a month. I know of healthy, strong blind men, sons of farmers, working at the willow trade in a little shop over the carriage house, whose help at the ordinary farm work would be welcomed if they were told what they could do. If a blind man so defective that he could be fairly classed as 'deadwood' could affect the farm labour problem, how much more valuable would a healthy intelligent blind man be. Assuring Mr. Campbell that I spoke in the spirit of enquiry and not in the spirit of criticism, I declared that if he would give me in detail the information I asked for about farm work, I would not need what he had given about willow, brooms or piano keys, for the farmers in Ontario were quarreling at the railway stations for the privileges of hiring green immigrants from Europe, and if blind men could be substituted for these, the problem of employing the blind, which had long been a puzzle to anxious inquirers, would be solved. But what could the blind man do on the farm? Could he plow, sow, harrow, hoe corn, reap, bind, load grain, drive horses, feed and milk cows, feed pigs, sheep, chickens, make fences? That he could do one thing was not enough. The farmer expected his hired man to be busy and useful from daylight to dark. Could the blind man fill the bill?

Mr. Campbell did not find time to answer my questions at Boston, but three years afterwards I asked a young blind man, who had been writing to me about his work on his father's farm, to tell his fellow pupils what he could do on a farm. He said: "I will tell you what I have done, and I think any blind man can do what I



have done. I would get up in the morning between five and six, and go back to the pasture field and help to bring the horses up to the stable, water and feed them hay and oats. Then I would clean the horses off and harness them; then go and turn the milk through the separator; then have my breakfast. After breakfast I would feed the calves, hens and pigs, and take the cows back to pasture. On some days I carried water to the house, churned, or operated the washing machine. In the middle of the forenoon I would take a pail of fresh water and a lunch to the men who were working in the field. Then I would clean the stables and fix up some feed for the pigs. About eleven o'clock I fed all the stock for noon. Then I would go on horseback and call the men to dinner. In the afternoon I cut weeds and thistles in the fence corners, or was employed washing the buggies or cleaning the harness, or cutting and splitting wood. I also had the job of hostler; if the horse and buggy were to go away, I always hitched the horse to the buggy and unhitched it when it returned. At night the chores were all to do again, such as feed the hens, pigs and calves, pump water for the horses and cattle, milk the cows, turn the milk through the separator, and take the horses back to the pasture field. When haying time came, I helped to cock the hay and levelled the hay in the barn. I also assisted in running the hayfork. In the harvest I pitched back on the grain stacks. When the potatoes were picked I carried pails of potatoes and emptied them into bags, while others picked them up. When the corn was cut I helped to stack it; then I helped to pull and top the mangels and turnips. In the fall and winter I was kept busy doing the chores and keeping the house supplied with wood and water. Part of the winter I was husking corn, and sometimes I was in the bush cutting cordwood. In the spring when we were marketing our grain, I cleaned it all by turning it through the fanning mill. At that season I always took much pleasure in riding horseback, so as to give the horses lots of exercise.

"As a sideline I bought several settings of hens' eggs with which I had good luck, for about 85 per cent. of them hatched out, and when they were ready to sell I realized a good profit on them. My small experience in the chicken business taught me that it would be a good line for any one to follow, as there is always a good market for the chickens and the eggs. In telling you what I have done on a farm I have tried to show you that, while a blind man cannot do everything on a farm, still he can do a great many things, and most of these things he can do as well as a person with sight."

Another ex-pupil, also totally blind, writing to me about his work as a tuner and repairer, had just listened to the reading of what I have quoted, and he said: "I want to back Orville on all he has said with regard to a blind man on a farm. I just want to say that I go through nearly the same as mentioned by my good friend. I can mention something more that I have done that my friend did not. I think so much of horses that I ventured to halter breaking colts. I have three to show for my work in that line, and I generally have the harness on them before they are very old. I honestly believe that a blind person, a girl or boy, has a greater chance to do a lot of work on the farm than those in the city, unless the latter have a good paying job. I make a number of hammocks each spring, which I get rid of quite easily, and get the price I put on them. You see that I am not near a large town or city, and it is very seldom that any factory-made hammocks are brought in, and that helps me a lot. As a side line, a year ago this spring I bought some cattle. As we have lots of pasture for young cattle, father told me that he would pasture them for me, and I had good luck, as in eight months I doubled the money. I have learned to take my part with the sighted people, and I think the sooner one gets at it the better he will get along in life. I certainly ap-

prove of the Sloyd room. The boys must not give up when they hit their fingers instead of the nail. I expect to be driving nails soon, as we have about five thousand shingles to lay, and as the other men are working on the land, I shall have most of that job myself. I have been at it before, so I know how it goes. I like it. As it is near milking time, I must stop. Excuse mistakes and slip dots."

#### House Work

This is the story one of my big girls told to her fellow pupils: "The work in the farm house differs very little from the work in the city house, except that there are more pans to be washed in the country on account of the milking and churning and the feeding of the poultry. Notwithstanding my blindness I can wash and dry dishes, arrange and put them away in the cupboard or pantry; I can keep the pantry neat, put clean papers on the shelves, and scrub the table, the shelves and the floor whenever this is needed. I can lay the cloth and set the table for any meal; when the meal is ended I can clear the table and put the victuals away. I can clean, prepare and cook any vegetables, preferring those which have to be peeled to cabbage, which has to be cut, and celery, which often requires light scraping to remove any little specks; but if there be no one else to do it, I can and would prepare either or both of these vegetables. I can scrub, and though I may often rub a little harder than is really necessary, or take longer to do them than sighted persons take, I can wash and put the clothes out to dry. I can iron any of the plain clothes, but feel rather backward in trying the starched clothes. I can bake bread; also cakes and biscuits, and even pies if some are needed, and there is no one else to do it. I can make tea or coffee, or cocoa, and pour them out. I can brush off the stove, and I can light the fire, and clean and light the lamps. I can make the beds and tidy and keep in neat order the bedrooms. I can dust and shake out the mats, beat the carpets in housecleaning time, and clean the windows in an emergency. I can peel and prepare fruit for canning or preserving, clean currants or berries, put the sugar on them when they are in the preserving kettle, and though I would rather that some one else should do it, I can fill cans when the preserve is ready. I can close the cans and put them away. In a word, I can do almost anything in the home that any other girl with her full sight can do. I admit it may take a blind person a little longer to do some things that a sighted person would take at the same work, but when the work is finished it will be found to be done just as well, and in many cases much better, by the blind girl than the sighted one. We are so anxious to do our work well that we do it with extra care. There are a few things around the house that a blind girl cannot do well, but these are very few."

Another young lady, who had removed to British Columbia with her parents, wrote: "I feel very grateful for the privilege of spending five years in the O.S.B. The little I learned in cooking has been of great use to me since I came west, and I think as many of the girls as can should take it up. We never know when we may be called on to cook a meal, and it is well to have a little experience. There is very little in the line of housework that I cannot do, and I also earn considerable pocket money with my fancy work. I think there are lots of things a blind girl can do if she tries to make herself independent."

Still another: "I think you will be interested to know how my time is spent. The work I do is chiefly house duties—washing, scrubbing, ironing, dish-washing, helping to churn, helping some in cooking. As for polishing stoves, it seems difficult; I never do any more than the top and damper, although perhaps patience is all that is needed. It was my delight to husk corn in autumn. Since I left school I always try threshing our beans and succeed so well that it seems satisfactory to

all. I have just a way of my own. I think you would laugh to see me. When my sister was ill, I managed to get the work done very well. I exhibited my bead-work at the township Fair, receiving first prize, the honour being due to the skilful teaching at the O.S.B."

**"Ab uno disce omnes"**

Such are some of the occupations in which blind men and women with whom I am acquainted have succeeded and are succeeding in earning an honourable living. I have intentionally curtailed the list, for the reason that representatives of other schools are expected to speak on this topic, and it is right that they should have a clear field to discuss trades and occupations concerning which they know more than I do. You will observe that I have not mentioned teaching the blind in schools or in shops as a suitable occupation for blind men and women. Will any of us here present live to witness, and to celebrate the obliteration of the fallacy that the blind are all cast in a single mould; that what one blind person can do all blind persons can do; that attendance at a school for the blind ought to guarantee to every pupil, weak or strong, wise or foolish, indolent or industrious, neat or slovenly, honest or dishonest, the ability to procure, unaided, a comfortable living? In spite of all that has been spoken and written by those who have made a study of blindness, the public misapprehension on this branch of the subject survives. The late Mr. Anagnos, of Massachusetts, said at the Convention in 1904: "Very few of the blind in Europe are self-supporting. Three-fourths of them are paupers, some earn a part of their living, and two-thirds are supplied by alms. Thirty per cent. of those who went through the Massachusetts school were incapable of earning a living."

Mr. McCune, of Iowa, said in 1890: "For those who have learned some trade in the schools, but who lack ability to manage, and for that numerous class who lack home and kin, industrial establishments should be provided. These working homes have been much criticised, but nothing better has yet been found. The proper way to care for this class of the blind is a problem that no one has been able to solve."

Mr. Bliss, of Wisconsin, said: "Deprived of all sentiment the institution is practically a monument of charity, established and maintained by the generous philanthropy of a Christian commonwealth. The inmates belong to the defective classes and are universally recognized as such."

Mr. Smead, of Ohio, said: "What shall our students do when they go out from the fostering care of our Institution? is a question that has been pressing ever since schools for the blind were established. The schools cannot make finished scholars of all. Schools for the seeing cannot do that. They can make accomplished musicians of comparatively few. The tuning department can make competent tuners of those only who are able to acquire the requisite skill of ear and hand. It is the aim of all schools for the blind, so far as possible, to fit their students to be self-supporting. In the first place, our students ought to be prepared to be reputable and useful members of society. A blind man who is filthy in his person and speech, ill-mannered and uncouth, dishonest and tricky, will fail of acquiring the confidence of decent people, and so far will be hampered in anything he undertakes to do. The world may pity him, but it will not tolerate him."

**Schools Without Workshops**

A word about the best kind of industrial training and the place or places in which it should be imparted. Twelve years ago I went to the Convention at St. Louis, bearing a paper with the inquiry, "What occupations will provide a liveli-



hood for the young men and young women who outgrow the School?" In my innocence I imagined that I needed only to state my question, listen attentively to the replies of the older and more experienced Superintendents, go back home and make practical application of their instructions. I told about the things taught in the Brantford school, said that for various reasons basket-making had become unpopular; that "pupils are so persistent in their applications for instruction in piano-tuning, that I fear some who are not qualified by nature to succeed in that trade, are wasting their time at it, to the neglect of things that might be of real use to them. They get through with the literary curriculum in a few years, and as the limitation of the number of pianos makes it impracticable for any one pupil to work at either piano practice or piano tuning more than three hours per day, there is too much loafing about the premises, to the detriment of mind and body. A boy with his sight spends five years in learning a trade, and works in a shop nine or ten hours each day, six days a week. How many years should it require for a blind boy to learn the same or a similar trade, when he works at it only two or three hours per day, five days a week, and takes three months vacation in summer? The average boy at school or college is in a hurry to get through, so that outgo may cease and income begin. Possibly the boy in the Blind Institution reasons that he will not be able to make a much better living after he acquires his trade than he is getting in the school, with a minimum of exertion and free of cost to himself or his relatives; therefore why should he be in a hurry to graduate?" I quoted a list of industries recommended for the blind by the manager of the Royal Blind Asylum, Edinburgh, and suggested that, as some of the trades which are fairly remunerative in Britain might not be suitable for this continent, I would be glad to get the results of American experience regarding the several items.

In the discussion which followed the reading of my paper, Mr. Wait, of New York city, took very strong grounds against teaching trades in Blind Schools, affirming that the blind youth should be given the same kind of education as their seeing brothers and sisters, and then left to find their vocations. In the New York Institution, he said, manual training was given, but trades were not taught. The seeing boy is not expected to learn a trade while pursuing his literary course. Why should more be required of the blind than of those who can see?

The next year (1905) Mr. Anagnos, of Boston, devoted much space to this subject in his Annual Report, declaring that "the obstacles, which hinder almost all persons bereft of the visual sense from engaging advantageously in handicrafts or from seeking to obtain employment in factories, are insurmountable, and no expedients nor devices of any sort can remove or lessen them. Hence, in our efforts to uplift the blind and equip them adequately to fight the battle of life successfully, we must follow the path indicated by reason and common sense; in other words, all our efforts should be devoted to the development and cultivation of the brain. Instead of giving a prominent place to handicrafts and endeavouring to teach several of them at a great expense of money and time, we must strive first and above all to increase the intelligence of our pupils, to awaken their insight and to strengthen their judgment, upon which their fortune depends. We must give them perfect knowledge and mastery of their own inner selves and inculcate in them the spirit of self-reliance and independence for success in life. By this system of education we hope to produce men and women of a fine type, strong, hardy, self-reliant, brave, enterprising, discreet. We purpose to make them capable of reasoning and judging, of thinking and planning, of deciding and executing."

I quote my comment, made eleven years ago: "The ideas presented by Mr. Anagnos, based upon the experience of many years are entitled to the greatest



respect. There is room at the top: but in every school—for the blind and for the seeing—there are many pupils whom no amount of training can qualify to fill high positions in professional or commercial life. Unless these earn a living with their hands, they will not earn it at all.”

As nearly as I can recall the impressions produced by the perusal of Mr. Anagnos' beautiful sentences, I thought he was dodging the issue and burying the disagreeable facts under a mountain of glittering generalities.

The next year (1906) there was considerable discussion on the separation of the scholastic from the industrial work for the blind and the separation of blind adults from blind children. Mr. Wait, of New York City, wrote that “the admission and instruction of adults and children in the same school can only be justified on the supposition that blindness, in some mysterious way, eliminates the difference that otherwise exists between adults and children, and brings them upon a common plane so that they mingle together, without detriment, in the close relationship which exists in a residential school. If adults are to be instructed, moral and social, no less than educational, considerations require that the work should be done in schools separate from those devoted to children. Closely related to the question last considered is that of industries or trades in connection with the school. The vocation of skilled trade belongs to the period of maturity, and it follows that if adults are admitted to the school with minors, a strong inducement is at once furnished for the establishment of a trade school and manufacturing department, while, on the other hand, the existence of such department opens the way for the admission of adults to be trained to work in it. The industrial feature tends to become dominant. The schools in Boston, Philadelphia and New York city have each had a long, trying and costly experience in the matter, and it was found that the prime and essential work of education was subordinated to the conditions created and the demands made by the industries. The morals of the school were greatly impaired. The younger pupils were unduly influenced by the adults, whose mental attitudes, dispositions and physical habits were often taken up by the younger pupils, making them in greater or less degree the echoes and shadows of the older ones. Instead of a sense of self-reliance, there was developed a feeling of meritorious and, therefore, deserving dependence, which it was felt to be somebody's duty to recognize and provide for. Finally it became necessary to abandon the industrial experiment in order to save the institutions for the strictly educational work for which they were established. Looking to any lasting good conferred upon the pupils through the training in trades, by making them self-reliant and desirous to be self-supporting, the experiment was practically void of results.

“From the foregoing the conclusion is clear that trades or industries cannot be properly combined with ordinary educational work in a school of this kind. If trades are to be taught and industries are to be carried on, they should be taken up after school studies have been completed, and in a place far removed from the school proper.”

With the added experience of a decade, I am to-day in entire accord with the opinions expressed by Mr. Anagnos and Mr. Wait, in the extracts above quoted with regard to the immediate and permanent divorce of the industrial departments from the schools for the education of blind boys and girls. I have seen the evil effects of association and imitation, such as Mr. Wait so graphically describes them—little boys taught by the example of grown men to smoke and to swear, to defy rules of conduct and frame lying excuses for disobedience, returning sneers instead of gratitude for all that was done to promote their welfare, hating work, despising discipline and prematurely developing into candidates for admission to a

poorhouse. I have seen boys weaned away from their literary work before they were half educated, and other boys unable or unwilling to take much needed exercise in the gymnasium on account of the demands of the tuning shop or the willow shop upon their time. Talk about the development of independence—with the older occupants of the shop preaching in shop caucuses the doctrine that every employer of labour should be regarded as a natural enemy—I have seen sons of wealthy parents sore and disgruntled because they were not provided with retiring outfits of tools and materials at Government expense—they felt and freely said that they "had a right to everything that was going," and they had no thought of shame at the receipt of charity which they did not require.

While I believe the State should provide instruction and employment for blind adults, including the returned soldiers who have been blinded in battle, making up the difference between shop expenses and receipts out of general taxation, as is done in Milwaukee, I am fully persuaded that the time for a blind boy to learn the trade upon which he will depend for his livelihood is after, and not during his term at school; and the place in which he learns his trade should be many miles distant from the school in which he learns to read, write and cipher.

The discussion on Mr. Gardiner's paper was led by Superintendent J. T. Hooper, of the Janesville, Wisconsin, School, who pointed out that the present tendency in schools for the seeing is to pay more attention to technical and vocational education, and what was good for the seeing could not be bad for the blind.

In the evening Captain Clarence McKinnon, former Principal of Pine Hill (Presbyterian) College, but now Chaplain in the 219th Overseas Battalion, delivered an address on "Education," discussing the effect of the present war on our educational ideals.

"It is the battle of the intellect that determines the destiny of the world," said Captain McKinnon. "The educational institutions of the land must strive to construct in each individual a type of man that while he is a free man he is educated with sociological instinct, making him a loyal member of the state. Give the boy and girl a broad perception, make him see beyond his village or town or country, make him grow up with sociological habit that makes him a member of society fulfilling that dream of the Divine Saviour, the brotherhood of men," was Captain McKinnon's solution to the problem of education as effected by the war.

At the Thursday morning session, Sir Frederick Fraser, of the Halifax School, read a paper on the Psychology of the Blind which dwelt upon the assistance rendered by touch in visualizing objects. Mr. Latimer, of the Maryland School, led the discussion, which became general, each speaker giving extracts from his experience in trying to make blind people understand what different things looked like. Mr. Gardiner told of the procession of interested pupils who had come to his office to handle an old Snider rifle with bayonet attached.

"What degree of defective vision renders a child eligible to attend a School for the Blind? How should we teach the Partially Sighted?" was the title of a particularly interesting paper read by Mr. E. M. VanCleve, of the New York City School, the discussion on which was opened by Mr. Ray, of North Carolina. Showing how children with imperfect sight are taught in the Public Schools of Cleveland, Ohio, Mr. Irwin exhibited books printed in 36 point type.

In the afternoon there was an excursion on Halifax Harbour, and as some of the delegates had to leave early Friday morning, it was decided to finish the programme on Thursday night. Three Round Tables were largely attended, Superintendent Dow, of Minnesota, leading the discussion on "What Can we do to Cure"

Blindisms?" He suggested that the reason blind children indulged in peculiar motions was because they could not see how other children acted. Mr. Latimer thought the motions were caused by the desire for exercise and the fear to move in any direction beyond a limited space. Mr. Gardiner told of cases in which he had found it impossible to eradicate the habits acquired in early childhood, usually, he believed, because the mothers, doing their own housework and having other children to care for, had not time to give special attention to the blind child.

Mrs. George D. Eaton, of the Iowa College for the Blind, contributed a paper on "Reading to Our Pupils; the kind, amount and time advisable," and Miss Merwin, of the Kentucky School, introduced the topic, "Diversions for Our Pupils."

Adjourning to the main hall, the delegates heard a paper by Mr. Argo, of the Colorado School, on "How Best to Teach the Institution Child the Value of a Dollar." Mr. Argo used his chicken farm as an illustration of his theory, that the dollar is appreciated when it is earned by personal labour. Mr. Oliphant, of Georgia, led the discussion.

After passing the customary resolutions, Mr. G. S. McAloney, of the Western Pennsylvania School, was elected President of the Association, and it was decided to hold the next Convention at Colorado Springs.

#### Letter of Resignation

27th July, 1916.

SIR:

After thirteen years' service, I have the honour to submit my resignation as Principal of the Ontario School for the Blind, to take effect—if you can conveniently select and appoint my successor by that date—at the end of August.

With forty-seven years of constant application to literary and educational work to my credit, I feel entitled to more leisure and less worry, during the portion of life that may be left to me, than I could hope to enjoy in this occupation; and I prefer to retire while health and strength enable me to say that I have never neglected any duty, nor avoided any labour, that could promote the welfare of the juvenile or adult blind—that I have always been on hand, and always on time.

Work for the blind has been to me a labour of love. I am pleased with and proud of the improvements that have been made to the buildings and appliances of the School during my term of office—with special satisfaction I refer to the point-print text-books and music which are to a large extent the result of the work of my own head and hands. In severing my official relations with the School, I shall not cease to be interested in its prosperity, and I shall always be delighted to hear of the success of its pupils.

I am pleased to testify to the uniform courtesy shown me by yourself and the members of your official staff in our frequent consultations on matters relating to the management and improvement of the School; and I have to thank you for the kind interest you have always taken in the blind, and for the liberal support you have given from year to year to measures which I have recommended for the amelioration of their condition.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,  
*Principal, O.S.B.*

HON. R. A. PYNE,  
Minister of Education, Toronto.



## Reply

ONTARIO DEPARTMENT OF EDUCATION,  
Toronto, August 2nd, 1916.

DEAR PRINCIPAL GARDINER:

I received your letter of the 27th ult., intimating your wish to resign, and have laid it before my colleagues of the Cabinet. In accepting it, I desire to acknowledge your friendly sentiments as to our official relations during the past ten years and to assure you that they are reciprocated. For the reasons given by you your decision to retire seems a perfectly natural one, and I trust you have years of health and congenial work before you. The officials of the Department, as well as myself, unite in cordial wishes for your welfare. The arrangements for the coming school term can all be made without difficulty, so that your desire to be released at the end of August can be met.

I am,

Yours sincerely,

R. A. PYNE,

*Minister of Education.*

PRINCIPAL GARDINER,  
Institute for the Blind,  
Brantford, Ont.

31st July, 1916.

*To the Pupils and ex-Pupils of the Ontario School for the Blind, and their Parents.*

DEAR FRIENDS:

Having completed thirteen years' service as Principal of the Ontario School for the Blind, I have decided to tender my resignation to the Minister of Education, to take effect during this summer vacation, thus leaving time for my successor to get ready for duty at the beginning of the next session in September. In consideration of our friendly relations throughout the past years, I have thought it well to prevent any possible misapprehension by assuring you that my retirement is entirely voluntary, and has not been suggested by anyone outside of my own family. I had contemplated giving up the position two years ago, feeling that after forty-five years of strenuous labour in newspaper and educational work I had fairly earned the right to a period of comparative ease; but the wish to complete some literary and musical undertakings in the point printing office, and the financial uncertainty following the outbreak of the war, delayed the fulfilment of my intention. I have been blessed with better health and greater capacity for work than most men of my age are privileged to enjoy, and by constant study and close observation I have managed to obtain information, and to introduce improvements, which have been helpful to the blind in and out of the School; but I entertain no delusions about the difficulty of filling a vacant place, hence I go out with full confidence that the School will continue to improve in the future as it has done in the past.

To the pupils who have worked faithfully for their own benefit and to the parents who have encouraged me by repeated expressions of appreciation and grati-

tude, my acknowledgments are due and are herewith presented. I also testify with pleasure to the uniform courtesy of the Minister of Education and his official staff in our frequent consultations. Whether my remaining days be few or many, I shall always be glad to hear of the prosperity of the School and of the success and happiness of those to whose welfare practically all my time and thought for years have been devoted. There have been some disappointments and annoyances during my term of office, but much good and useful work has been accomplished, and I have hope and faith that the lessons in industry and punctuality, in honesty and veracity, in perseverance and optimism, which I have tried to teach by daily example as well as by occasional exhortation, will have an influence on many lives long after I shall have passed away.

Good-bye, dear children and friends. God bless you all.

H. F. GARDINER.

## Ontario School for the Blind

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1916

### 1.—Attendance

		Male	Female	Total
Attendance for portion of year ending 30th September, 1872..		20	14	34
for year ending 30th September, 1873.....		44	24	68
..	1874.....	66	46	112
..	1875.....	89	50	139
..	1876.....	84	64	148
..	1877.....	76	72	148
..	1878.....	91	84	175
..	1879.....	100	100	200
..	1880.....	105	93	198
..	1881.....	103	98	201
..	1882.....	94	73	167
..	1883.....	88	72	160
..	1884.....	71	69	140
..	1885.....	86	74	160
..	1886.....	93	71	164
..	1887.....	93	62	155
..	1888.....	94	62	156
..	1889.....	99	68	167
..	1890.....	95	69	164
..	1891.....	91	67	158
..	1892.....	85	70	155
..	1893.....	90	64	154
..	1894.....	84	66	150
..	1895.....	82	68	150
..	1896.....	72	69	141
..	1897.....	76	73	149
..	1898.....	74	73	147
..	1899.....	77	71	148
..	1900.....	77	67	144
..	1901.....	72	66	138
..	1902.....	68	70	138
..	1903.....	67	64	131
..	1904.....	68	66	134
..	1905.....	67	74	141
..	1906.....	71	76	147
..	1907.....	72	72	144
..	1908.....	71	68	139
..	1909.....	72	70	142
..	1910.....	77	67	144
..	1911.....	76	61	137
..	1912.....	69	55	124
..	1913.....	62	62	124
..	1914.....	65	50	124
..	1915.....	70	62	132
..	1916.....	82	61	143

## 11.—Age of Pupils

		No.			No.
Five	years	0	Seventeen	years	8
Six	"	0	Eighteen	"	8
Seven	"	2	Nineteen	"	7
Eight	"	10	Twenty	"	5
Nine	"	9	Twenty-one	"	7
Ten	"	6	Twenty-two	"	2
Eleven	"	6	Twenty-three	"	3
Twelve	"	10	Twenty-four	"	2
Thirteen	"	14	Twenty-five	"	8
Fourteen	"	8	Over twenty-five years		
Fifteen	"	11			
Sixteen	"	13	Total		143

## III.—Nationality of Parents

—	No.	—	No.
Austrian.....	1	Newfoundlander.....	1
American.....	2	Swedish.....	2
Canadian.....	65	Russian.....	10
English.....	48	Scotch.....	1
Irish.....	7	Unknown.....	3
Italian.....	1	Welsh.....	.....
Galician.....	.....	Polish.....	.....
German.....	2	Total.....	143
Hungarian.....	.....		

## IV.—Denomination of Parents

—	No.	—	No.
Congregational.....	1	Salvationist.....	.....
Christian Science.....	3	Lutheran.....	2
Baptist.....	5	Jewish.....	1
Disciples.....	1	Greek Catholic.....	1
Episcopalian.....	42	Unknown.....	1
Methodist.....	41	United Brethren.....	.....
Presbyterian.....	28	Total.....	143
Roman Catholic.....	17		

## V.—Occupation of Parents

—	No.	—	No.
Accountants.....	2	Jeweller.....	1
Agents.....	3	Labourers.....	30
Baker.....	1	Liveryman.....	1
Bar-tender.....	1	Manufacturers.....	2
Barbers.....	2	Machinist.....	1
Blacksmith.....	1	Miller.....	1
Bill Poster.....	.....	Merchants.....	6
Book-keeper.....	1	Moulders.....	1
Bricklayer.....	1	Miners.....	2
Butcher.....	1	Painters.....	2
Cabinetmakers.....	2	Pedlar.....	1
Carpenters.....	10	Plasterer.....	1
Clergyman.....	1	Policemen.....	2
Caretakers.....	2	Police Magistrate.....	1
Clerk.....	1	Plumber.....	1
Confectioner.....	1	Railway employees.....	5
Drayman.....	1	Publisher.....	1
Dairyman.....	1	Sheet metal worker.....	1
Drover.....	.....	Shoemakers.....	2
Electrician.....	.....	Soldiers.....	4
Engineers.....	2	Stove moulder.....	1
Farmers.....	23	Stone mason.....	1
Fireman.....	1	Teamster.....	1
Fishermen.....	2	Tinsmith.....	1
Foreman.....	1	Tuners.....	2
Gardeners.....	3	Unknown.....	3
Government officer.....	.....	Wheelwright.....	1
Glass Blower.....	1	Total.....	143
Fruiterer.....	1		
Hackman.....	1		



VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	...	1	County of Northumberland.....	1	...	1
District of Algoma.....	3	2	5	"    Ontario.....	1	2	3
City of Belleville.....	...	1	1	City of Ottawa.....	4	2	6
County of Brant.....	...	2	2	County of Oxford.....	...	2	2
City of Brantford.....	3	3	6	"    Perth.....	...	...	...
County of Bruce.....	...	1	1	City of Peterborough.....	...	...	...
"    Carleton.....	...	...	...	County of Prince Edward.....	...	...	...
"    Dufferin.....	...	...	...	"    Prescott.....	...	...	...
"    Durham.....	...	...	...	"    Russell.....	...	1	1
"    Elgin.....	...	...	...	City of St. Catharines.....	2	1	3
"    Essex.....	1	2	3	"    St. Thomas.....	1	...	1
"    Glengarry.....	...	1	1	"    Stratford.....	...	...	...
"    Grey.....	1	1	2	County of Simcoe.....	2	1	3
City of Guelph.....	...	1	1	"    Stormont.....	...	...	...
County of Haldimand.....	...	...	...	City of Toronto.....	17	8	25
"    Haliburton.....	...	...	...	County of Victoria.....	...	...	...
"    Halton.....	...	...	...	"    Waterloo.....	...	...	...
City of Hamilton.....	5	5	10	"    Welland.....	...	1	1
County of Hastings.....	1	1	2	"    Wellington.....	...	...	...
"    Huron.....	2	3	5	"    Wentworth.....	...	1	1
"    Kent.....	1	3	4	"    York.....	2	1	3
"    Lambton.....	1	2	3	District of Parry Sound.....	1	...	1
"    Leeds.....	3	1	4	Saskatchewan.....	6	2	8
"    Lanark.....	1	...	1	Alberta.....	3	...	3
City of London.....	1	1	2	Manitoba.....	5	6	11
County of Middlesex.....	...	1	1	British Columbia.....	6	...	6
District of Muskoka.....	...	1	1	Quebec.....	1	...	1
District of Nipissing.....	3	2	5	County of Norfolk.....	...	1	1
City of Kingston.....	1	...	1	City of Niagara Falls.....	...	1	1
County of Peel.....	2	...	2				
				Total.....	82	61	143

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	...	1	County of Haliburton.....	1	...	1
District of Algoma.....	10	5	15	"    Halton.....	7	3	10
City of Belleville.....	4	1	5	City of Hamilton.....	23	23	46
County of Brant.....	9	8	17	County of Hastings.....	6	6	12
City of Brantford.....	17	13	30	"    Huron.....	14	13	27
County of Bruce.....	10	12	22	City of Kingston.....	8	4	12
"    Carleton.....	2	2	4	County of Kent.....	11	8	19
"    Dufferin.....	2	1	3	"    Lambton.....	20	8	28
"    Dundas.....	3	3	6	"    Leeds.....	15	5	20
"    Durham.....	4	4	8	"    Lanark.....	4	4	8
"    Elgin.....	7	6	13	"    Lennox.....	4	1	5
"    Essex.....	15	22	37	"    Lincoln.....	3	3	6
"    Frontenac.....	5	3	8	City of London.....	12	11	23
"    Glengarry.....	8	1	9	County of Middlesex.....	10	13	23
"    Grenville.....	2	2	4	District of Muskoka.....	3	3	6
"    Grey.....	11	12	23	County of Norfolk.....	11	10	21
City of Guelph.....	4	4	8	City of Niagara Falls.....	...	1	1
County of Haldimand.....	4	5	9	District of Nipissing.....	9	6	15

VII.—Cities and Counties from which pupils were received from the opening of the School till 31st October, 1916—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland .....	6	9	15	City of Toronto.....	80	54	134
“ Ontario.....	8	13	21	County of Victoria.....	8	2	10
City of Ottawa.....	24	7	31	“ Waterloo.....	12	6	18
County of Oxford.....	8	13	21	“ Welland.....	9	6	15
“ Peel.....	4	1	5	“ Wellington.....	10	8	18
“ Perth.....	5	11	16	“ Wentworth.....	10	11	21
“ Peterborough.....	13	5	18	“ York.....	21	17	38
“ Prince Edward.....	7	2	9	District of Parry Sound.....	3	....	3
“ Prescott.....	4	....	4	Province of Quebec.....	5	1	6
“ Renfrew.....	8	6	14	Saskatchewan.....	7	6	13
“ Russell.....	5	3	8	British Columbia.....	9	....	9
City of St. Catharines.....	3	2	5	Manitoba.....	10	8	18
“ St. Thomas.....	4	2	6	Alberta.....	5	3	8
“ Stratford.....	3	1	4	United States.....	1	....	1
County of Simcoe.....	13	11	24				
“ Stormont.....	5	1	6		589	435	1,024

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1916

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	....	1	County of Ontario.....	1	2	3
District of Algoma.....	3	1	4	City of Ottawa.....	4	3	7
City of Belleville.....	....	....	....	County of Oxford.....	....	....	....
County of Brant.....	....	1	1	“ Perth.....	....	2	2
City of Brantford.....	....	1	1	City of Peterborough.....	....	....	....
County of Bruce.....	3	....	3	County of Prince Edward.....	....	....	....
“ Carleton.....	....	....	....	“ Prescott.....	....	....	....
“ Durham.....	....	....	....	“ Russell.....	....	1	1
“ Elgin.....	....	....	....	City of St. Catharines.....	2	1	3
“ Essex.....	....	2	2	“ St. Thomas.....	1	....	1
“ Glengarry.....	....	1	1	“ Stratford.....	1	....	....
“ Grey.....	1	1	2	County of Simcoe.....	2	1	3
City of Guelph.....	....	....	....	“ Stormont.....	....	....	....
County of Haliburton.....	....	....	....	City of Toronto.....	15	4	19
City of Hamilton.....	4	2	6	County of Victoria.....	....	....	....
County of Hastings.....	1	1	2	“ Waterloo.....	....	....	....
“ Huron.....	2	3	5	“ Welland.....	....	1	1
“ Kent.....	....	3	3	“ Wellington.....	....	....	....
“ Lambton.....	....	2	2	“ Wentworth.....	....	1	1
“ Leeds.....	1	1	2	“ York.....	2	1	3
“ Lanark.....	1	....	1	District of Parry Sound.....	....	1	1
City of London.....	1	....	1	Quebec.....	....	1	1
County of Middlesex.....	....	....	....	Manitoba.....	5	6	11
District of Muskoka.....	....	1	1	Saskatchewan.....	4	1	5
“ Nipissing.....	3	1	4	Alberta.....	2	....	2
City of Niagara Falls.....	....	....	....	British Columbia.....	....	4	4
County of Norfolk.....	....	....	....	City of Kingston.....	1	....	1
“ Northumberland.....	1	....	1	“ Niagara Falls.....	....	1	1
County of Peel.....	2	....	2				
				Totals.....	69	46	115

**Ontario School for the Blind**  
**MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1916,**  
**COMPARED WITH THE PREVIOUS YEAR**

Item No.	Service	31st October, 1915				31st October, 1916			
		Total expenditure, 1915	Per Capita Average 109 pupils per year	Per Capita Average per week		Total expenditure, 1916	Per Capita Average 112 pupils per year	Per Capita Average per week	
		\$ c.	\$ c.	e. M.		\$ c.	\$ c.	e. M.	
1	Medicine, etc .....	207 76	1 91	3.5		260 89	2 33	4.5	
2	Meat, Fish and Fowl .....	2,673 19	24 52	45.4		2,930 34	26 16	50.3	
3	Flour, Bread and Biscuits .....	636 22	5 84	10.8		650 10	5 81	11.2	
4	Butter and Lard .....	1,679 87	15 41	28.5		1,830 23	16 34	31.5	
5	General Groceries.....	1,965 21	18 03	33.4		2,263 07	20 21	38.9	
6	Fruit and Vegetables .....	263 59	2 42	4.5		717 06	6 40	12.3	
7	Bedding, Clothing, etc.....	361 28	3 31	6.2		434 28	3 88	7.5	
8	Fuel—Wood, Coal and Gas.....	4,750 28	43 58	80.7		5,326 77	47 56	91.5	
9	Light—Gas and Electric.....	754 53	6 92	12.8		741 24	6 62	12.7	
10	Laundry—Soap, etc.....	425 44	3 90	7.2		437 59	3 91	7.5	
11	Furniture and Furnishings.....	650 19	5 97	11.1		796 29	7 11	13.8	
12	Farm and Garden.....	720 91	6 61	12.2		796 24	7 11	13.8	
13	Repairs and Alterations .....	1,168 90	10 72	19.9		1,144 98	10 22	19.7	
14	Advertising and Printing .....	554 39	5 09	9.4		739 67	6 60	12.5	
15	Books and Apparatus .....	1,353 15	12 41	23.0		1,171 17	10 46	21.1	
16	Miscellaneous.....	1,496 44	13 73	25.4		1,649 87	14 73	28.3	
17	Pupils' Sitzings in Church .....	200 00	1 83	3.4		200 00	1 79	3.4	
18	Rent of Hydrants .....	160 00	1 47	2.7		160 00	1 43	2.7	
19	Water Supply .....	417 02	3 83	7.0		542 98	4 85	9.3	
20	Salaries and Wages.....	24,870 43	228 17	422.5		25,352 47	226 36	435.3	
21	Special—								
	Repairs to Pianos and Organs..	144 58	1 33	2.5		129 21	1 15	2.2	
	Hardware, Paint, etc.....	340 52	3 12	5.8		404 70	3 61	6.9	
	Workshop—Willow Department.	411 93	3 78	7.0		231 31	2 06	3.9	
	Engineer's Supplies .....	233 87	2 15	4.0		210 25	1 88	3.5	
	Models and Tools .....	73 20	67	1.2		100 61	90	1.7	
	Vote 122, Item 2.....					265 05	2 37	4.5	
	Special Warrant (Cows) .....					425 00	3 79	7.3	
	" " (Pianos) .....					965 00	8 61	16.5	
	New Boiler in Kitchen .....	47 50	44	.8					
	New Refrigerator .....	322 76	2 96	5.5					
	New Mangle for Laundry .....	866 50	7 95	14.8					
		47,749 66	438 07	811.2		50,876 37	454 25	873.3	

Certified correct,

G. H. RYERSON,  
Bursar.











